

KINGSTREE JUNIOR HIGH

710 Third Avenue
Kingstree, South Carolina 29556

GRADES 7-8 Middle School

ENROLLMENT 519 Students

PRINCIPAL Tarsha B. Staggers 843-355-6823

SUPERINTENDENT Kenneth Gardner, Ed.D. 843-355-5571

BOARD CHAIR Lucille B. Scott 843-382-8303

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	5	28	13

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 13 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Average	N/A
2002	Below Average	Unsatisfactory	N/A
2003	Average	Good	No
2004	Average	Below Average	No

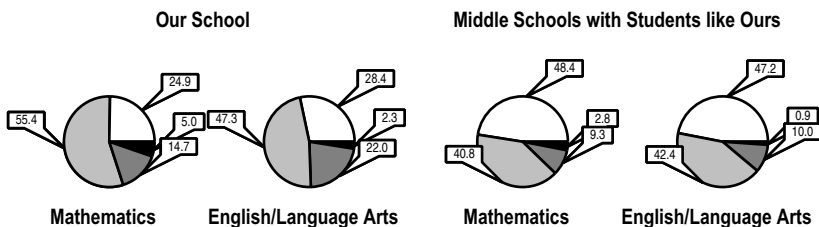
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

95.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	512	99.2	27.3	47.9	22.3	2.5	17.1	No	Yes
Gender									
Male	278	98.9	28.6	47.5	22.4	1.5	13.1		
Female	234	99.6	25.8	48.4	22.2	3.6	21.7		
Racial/Ethnic Group									
White	37	100.0	30.3	48.5	21.2	0.0	12.1	I/S	I/S
African-American	475	99.2	27.1	47.9	22.4	2.7	17.4	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	392	99.7	33.5	52.6	12.0	1.9	19.9		
Disabled	120	97.5	7.1	32.7	55.8	4.4	8.0	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	512	99.2	27.3	47.9	22.3	2.5	17.1		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	512	99.2	27.3	47.9	22.3	2.5	17.1		
Socio-Economic Status									
Subsidized meals	452	99.1	27.5	48.7	21.2	2.6	16.0	No	Yes
Full-pay meals	56	100.0	25.5	41.8	30.9	1.8	25.5		

Mathematics - State Performance Objective = 15.5%									
All Students	512	99.4	23.9	55.9	14.8	5.4	26.6	Yes	Yes
Gender									
Male	278	98.9	25.1	53.7	16.2	5.0	23.2		
Female	234	100.0	22.5	58.6	13.1	5.9	30.6		
Racial/Ethnic Group									
White	37	100.0	27.3	45.5	9.1	18.2	18.2	I/S	I/S
African American	475	99.4	23.7	56.7	15.2	4.5	27.2	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	392	99.7	28.3	52.9	12.8	6.0	31.3		
Disabled	120	98.3	9.6	65.8	21.1	3.5	11.4	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	512	99.4	23.9	55.9	14.8	5.4	26.6		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	512	99.4	23.9	55.9	14.8	5.4	26.6		
Socio-Economic Status									
Subsidized meals	452	99.3	24.6	56.3	14.6	4.5	25.1	Yes	Yes
Full-pay meals	56	100.0	18.2	52.7	16.4	12.7	38.2		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	256	98.4	26.0	63.4	10.6	N/A	10.6
	Grade 8	279	98.9	31.7	62.3	6.0	N/A	6.0
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	270	98.9	32.1	55.5	10.2	2.3	12.5
	Grade 8	246	99.6	25.2	66.4	8.0	0.4	8.4

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	256	100.0	31.7	51.3	12.6	4.3	17.0
	Grade 8	279	100.0	30.3	59.8	7.9	2.0	9.8
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	270	99.3	28.9	57.5	6.8	6.8	13.5
	Grade 8	246	99.6	20.6	65.5	12.2	1.7	13.9

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 519)				
Students enrolled in high school credit courses (grades 7 & 8)	9.6%	Up from 5.5%	8.9%	14.6%
Retention rate	3.0%	Down from 8.7%	3.8%	3.0%
Attendance rate	94.2%	Up from 93.1%	95.5%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	20.7%		9.1%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	20.8%		8.1%	5.3%
Eligible for gifted and talented	4.6%	Down from 5.6%	6.3%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	22.3%	Down from 22.7%	15.0%	13.9%
Older than usual for grade	8.7%	Down from 12.4%	8.0%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.6%	Up from 0.5%	1.2%	0.9%
Annual dropout rate	0.4%	Up from 0.0%	0.0%	0.0%

Teachers (n= 31)				
Teachers with advanced degrees	41.9%	Up from 40.6%	46.2%	48.7%
Continuing contract teachers	58.1%	Down from 59.4%	71.4%	81.7%
Highly qualified teachers**	100.0%	N/A	87.9%	90.4%
Teachers with emergency or provisional certificates	26.9%		13.0%	5.3%
Teachers returning from previous year	75.5%	Up from 72.9%	75.8%	85.1%
Teacher attendance rate	92.8%	Down from 94.9%	94.4%	94.8%
Average teacher salary	\$36,928	Up 0.9%	\$38,638	\$40,566
Prof. development days/teacher	7.9 days	Down from 9.4 days	11.6 days	11.0 days

School				
Principal's years at school	4.0	Up from 3.0	2.0	3.3
Student-teacher ratio in core subjects	22.3 to 1	No change	18.8 to 1	21.3 to 1
Prime instructional time	85.6%	Down from 86.3%	88.7%	89.3%
Dollars spent per pupil*	\$5,353	Up 10.9%	\$6,745	\$5,821
Percent of expenditures for teacher salaries*	65.0%	Down from 65.3%	60.2%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.2%	Up from 97.1%	83.7%	95.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Average	N/A	Average	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	94.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Kingstree Junior High School, a Title I school-wide school, houses the largest number of seventh and eighth grade students in Williamsburg County. Our targeted goals focus on implementing a standards-driven curriculum, improving standardized test scores, and improving school climate. These goals will become reality through the use of knowledgeable consultants, in-house departmental meetings and planning teams, appropriate staff development, incentives, and support from administration, parents, students, and colleagues.

The students of Kingstree Junior High School are exposed to many special programs and challenging activities and strategies. We are continuing to run an after school program focusing not only on academic skills, but also recreation, fine arts, and health. All of our students are given the opportunity to enhance their computer skills in addition to reinforcing classroom concepts in the NCS Lab. All seventh grade students are scheduled into state of the art Keyboarding classes. Eighth grade students are given the opportunity to explore career options and choices through a Career Education class. Another highlight for eighth grade students is the possibility of being selected for Pro Team, a program that encourages exemplary students to attend college and consider education as a career. Many students of KJHS will also receive the benefit of a PLATO Lab designed to strengthen classroom instruction and reinforce the curriculum standards.

Several other programs support our students and parents. The first is the use of the Premier Agenda Program, which provides students with a daily outline of activities and an outlet for teachers and parents to regularly check on their progress.

The Parenting Center also serves as a vital link between students, parents, and teachers. We also have the privilege of housing a School Resource Officer and a School-Based Counselor.

KJHS also boasts a well-rounded athletic program, focusing on sportsmanship, teamwork, cooperation, and exemplary conduct. We are implementing many new programs and incentives for students and teachers and refining some of our older programs to keep in tune with our changing needs. Our primary focus is in line with the theme of the school: "Leaving a Trail of Excellence."

Tarsha B. Staggers, Principal

Nathaniel Myers, Jr., School Improvement Council Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	32	257	52
Percent satisfied with learning environment	59.4%	74.9%	88.2%
Percent satisfied with social and physical environment	68.8%	73.7%	70.6%
Percent satisfied with home-school relations	31.3%	84.7%	73.1%

*Only students at the highest middle school grade level at this school and their parents were included.